

Self-Appraisal Report

Department of Theological Studies Faculty of Arts and Science Concordia University December 2002

Self-Appraisal Committee

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Programs Under Appraisal

Undergraduate

B.A. Major in Theological Studies
Minor in Theological Studies
Certificate in Pastoral Ministries

Graduate

Master of/Magisteriate in Arts with Thesis (Option A)
Master of/Magisteriate in Arts with Project (Option B)

Summary of Strengths and Weaknesses of Programs

The strengths and weaknesses of the programs are inter-related. The Faculty decision in 1999, to begin the renewal of the Department is reflected in the resurgence of strength and creativity throughout the programs. At the same time the years of instability since 1995 continue to strain the slender departmental resources until the restoration of the tenured faculty is complete.

The context of this analysis is the departmental commitment to the integration of the theory of the core areas of theological studies (scripture, history, foundational and systematic theology, ethics, spirituality) and the praxis of theology within the community: its engagement with issues of religious pluralism; the dialogue between theology and scientific disciplines; religion and spirituality; and the theological significance of contemporary ethical issues.

UNDERGRADUATE PROGRAMS

B.A. Major in Theological Studies

STRENGTHS OF PROGRAM

The primary strength of the B.A. Major lies in the balanced formation in six key areas of theological formation: scripture, foundational theology, systematics, history, ethics and spirituality.

Another strength of the program is the broad range of theological electives allowing for a diversity of interests and formation in different streams within theology. This broad range of offerings is a deliberate diversification reflecting the commitment of the department to the understanding of theology as a participant in the dialogue between theology and culture, theology and science, religion and spirituality.

A further strength of the program is that the 36-credit minimum required for the Major in Theological Studies encourages many students to declare double-majors, an important enrichment for the current job market as well as supporting a more integrated vision of a contemporary university education.

WEAKNESSES OF PROGRAM

An obvious weakness in the B.A. Major stems from the elimination of the Honors and Specialization Programs in Theological Studies in the wake of the University's response to Government cut-backs in the mid nineteen-nineties. What is lacking in the B.A. Major program is sufficient depth within the key areas of theology. The elimination of all but two calendar courses at 400 level is felt particularly in the lack of readiness of some of the Majors for the graduate level work. The abrupt faculty losses in the aftermath of FALRIP of the mid-nineteen-nineties had the deepest impact on biblical studies in the theology programs, the instability of limited term appointments having had a negative effect upon biblical formation in the programs.

Minor in Theological Studies

STRENGTHS OF PROGRAM

The strength of the Minor lies in its judicious balance between the core courses in theology (systematics, scripture, history, and ethics) and the opportunity for following particular interests among the departmental electives. The Minor in Theological Studies provides a significant enrichment for other Majors (Applied Human Sciences, Religion, English Literature, Philosophy, etc.) as well as providing an impetus for pursuing later graduate studies in theology.

WEAKNESSES OF PROGRAM

There is a need for more time and resources to be devoted to the advising and the promotion of both the Major and the Minor programs in Theological Studies. (The Departmental Chair is the current advisor for these programs.)

Certificate in Pastoral Ministries

STRENGTHS OF PROGRAM

The Certificate Program is a significant indicator of the commitment of the Department to the praxis of theology as well as to the departmental response to the needs of the community especially the (1) professionalization of volunteerism: theological formation for hospital visitation, theological formation for care for the aged in parishes, youth groups and parish-based catechetical services. (2) theological formation for professional careers: e.g. Complementary Services roles in the newly secularized schools (spiritual community animators) as well as the theological formation of chaplaincy in hospitals. In requiring courses in Applied Human Sciences in the Certificate Program, this theological formation is complemented by formation in the human sciences. In modifying its course content towards the specific needs of non-Christian students in pastoral studies, the Certificate demonstrates its flexibility towards community needs.

WEAKNESSES OF PROGRAM

The expansion and the popularity of the Certificate program as well as the changes in the community needs (e.g. the secularization of the school system) since the inception of the program indicates the need for a thorough-going revision of the offerings of the Certificate Program. A further weakness is the lack of faculty resources to respond to the opportunities afforded the Certificate Program.

GRADUATE PROGRAMS

Master of/Magisteriate in Arts with Thesis (Option A)

Master of/Magisteriate in Arts with Project (Option B)

STRENGTHS OF PROGRAMS

The Master's program was implemented in the 1995-1996 academic year. The tremendous growth in the program (from 10 graduate students in 1995-1996 to 45 in 2002-2003) indicates that the program meets a need in the Montreal English speaking

community that is not met by other universities in this area. The small size of the department offers students certain advantages. While the program requires students to meet basic requirements, students are able to pursue the theological questions that animate their desire to study theology and therefore, the success rate of our graduates is high (29 graduates since the programs inception).

WEAKNESSES OF PROGRAMS

A significant challenge of the graduate programs is the number of tenure or tenure-track positions in the department. Since the graduate program is growing rapidly and the department feels a responsibility to respond positively to this interest in theology, the faculty resources are strained. This is particularly noticed when tenure or tenure-track faculty are called upon to act as directors or to participate in thesis defenses (each defense requires a chair, two readers and the director.) In addition, there is limited secretarial support for the program. A less serious but still substantial weakness is the classroom space for our MA classes. Because our numbers are high and we can offer only a limited number of graduate courses per year, the graduate classes are often “overflowing”. Also, the physical space where the department is housed needs some improvement so it can reflect more accurately the flourishing of the graduate programs.

INTRODUCTION

Rationale for Program Aggregate

The Appraisal Report considers five programs offered by the Department of Theological Studies: the Major in Theological Studies, the Minor in Theological Studies, the Certificate in Pastoral Ministries and the Master of/Magisteriate in Arts with Thesis (Option A) and Master of/Magisteriate in Arts with Project (Option B). The Major in Theological Studies responds to the need for formation at undergraduate levels for students preparing for graduate studies in Theology, or needing a theological foundation for various professional careers in institutions such as schools or hospitals. The Minor in Theological Studies provides a complementary discipline in the university curriculum. The Certificate in Pastoral Studies is directed at the needs of those students who require a balanced, introductory formation in theology together with supervised experience in pastoral ministry. Formative skills in the area of the social sciences were also required. The Masters in Theological Studies is designed to meet the needs of students who want to pursue theological studies for either academic purposes (students who want to deepen their understanding of theology and who may want to eventually pursue doctoral studies) or for professional purposes (students who need an MA degree in order to progress in a particular profession [minister, hospital or prison chaplain, educator, etc.]) This year, for the first time, two M.A. students in Theological Studies will apply for admission to the Special Individualized Program at the Doctoral level. The students will request to do the doctoral program under the umbrella of the Department of Theological Studies. The program provides an opportunity for exceptional students to pursue doctoral studies in a

department that does not have a doctoral program. It is anticipated that more students will seek this option in their desire to further their theological formation. The Department will seek further ways to accommodate students who wish to continue graduate students in the Department of Theological Studies at Concordia.

Description and History of the Programs

The Major and Minor Programs are of long-standing and have not changed radically. The Major of 36 credits requires introductory courses in systematics, general biblical studies and ethics, as well as the New Testament. An elective is required in six fields: Old Testament, New Testament, history, systematics, ethics and spirituality, together with another two elective courses. A Minor of 24 credits requires the same twelve credit introductory courses as the Major and another twelve credits in elective courses that allow a range of topics or a more specialized interest. A Certificate of thirty credits was introduced in 1997. It was first called Certificate in Pastoral Care-Giving but renamed Certificate in Pastoral Ministries in 2000 in order to emphasize that it was theological rather than "therapeutic" in character. The Certificate was designed to respond to significant changes, both volunteered and salaried, in Christian communities, but in 2002, the course offerings – but not the structure - of the Certificate were modified for Jewish students. Until 1994 two options were available for graduate studies in the department: a diploma in Theology, Religion and Ethics (TRES) which had been initiated by the Theology Department as a collaboration between Theological Studies, Religious Studies and Philosophy. In the cut backs of programs in the aftermath of the faculty reductions in 1996, together with the effect on the diploma of the reduction of the teaching of religion in the secularized schools, the TRES diploma was suspended. The second option was for a Masters at the University of Montreal. The School of Graduate Studies decided to suspend this collaboration. It was with considerable anxiety that the Department awaited the Provincial Government's approval for a Masters in Theological Studies. This approval was given in 1995 and the Program implemented in the Winter semester 1996.

Faculty, Staff and Physical Resources for the Programs

Faculty

Both graduate and undergraduate programs are taught by four full-time faculty (one tenured, two tenure-track, and one limited term appointment). There are approximately sixteen part-time instructors teaching twenty-two courses in the programs.

(Thirty-seven courses will be offered in 2003/4: thirty-two at undergraduate level and six at graduate level. Fifteen courses will be taught by the four full-time faculty and twenty-two courses by sixteen part-time faculty.)

Staff

There is one part-time secretary in the department (twenty-one hours per week).

Physical Resources

The departmental office has an adjoining utilities room (photocopier, fax) and storage room. There are four full-time faculty offices and two part-time offices. There is a graduate student office and a seminar room. The departmental office and the chair's office have new computers.

Overall Strengths and Weaknesses of Programs

The strengths and weaknesses of the programs are inter-related. The Faculty decision in 1999, to begin the renewal of the Department is reflected in the resurgence of strength and creativity throughout the programs. At the same time the years of instability since 1995 continue to strain the slender departmental resources until the restoration of the tenured faculty is complete.

The context of this analysis is the departmental commitment to the integration of the theory of the core areas of theological studies (scripture, history, foundational and systematic theology, ethics, spirituality) and the praxis of theology within the community; its engagement with issues of religious pluralism; theology and the scientific disciplines; religion and spirituality; and the theological significance of contemporary ethical issues.

UNDERGRADUATE PROGRAMS

B.A. Major in Theological Studies

STRENGTHS OF PROGRAM

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Another strength of the program is the broad range of theological electives allowing for a diversity of interests and formation in different streams within theology. This broad range of offerings is a deliberate diversification reflecting the commitment of the department to the understanding of theology as a participant in the dialogue between theology and culture, theology and science, religion and spirituality.

A further strength of the program is that the 36-credit minimum required for the Major in Theological Studies encourages many students to declare double-majors, an important enrichment for the current job market as well as supporting a more integrated vision of a contemporary university education.

WEAKNESSES OF PROGRAM

An obvious weakness in the B.A. Major stems from the elimination of the Honors and Specialization Programs in Theological Studies in the wake of the University's response to Government cut-backs in the mid-nineteen-nineties. What is lacking in the B.A. Major program is sufficient depth within the key areas of theology. The elimination

of all but two calendar courses at 400 level is felt particularly in the lack of readiness of some of the Majors for the graduate level work. The abrupt faculty losses in the aftermath of FALRIP of the mid nineteen-nineties had the deepest impact on biblical studies in the theology programs, the instability of limited term appointments having had a negative effect upon biblical formation in the programs.

Minor in Theological Studies

STRENGTHS OF PROGRAM

The strength of the Minor lies in its judicious balance between the core courses in theology (systematics, scripture, history, and ethics) and the opportunity for following particular interests among the departmental electives. The Minor in Theological Studies provides a significant enrichment for other Majors (Applied Human Sciences, Religion, English Literature, Philosophy, etc.) as well as providing an impetus for pursuing later graduate in theology studies.

WEAKNESSES OF PROGRAM

There is a need for more time and resources to be devoted to the advising and the promotion of both the undergraduate programs in Theological Studies. (The Departmental Chair is the current advisor for these programs.)

Certificate in Pastoral Ministries

STRENGTHS OF PROGRAM

The Certificate Program is a significant indicator of the commitment of the Department to the praxis of theology as well as to the departmental response to the needs of the community especially the (1) professionalization of volunteerism: theological formation for hospital visitation, theological formation for care for the aged in parishes, youth groups and parish-based catechetical services (2) theological formation for the theological formation for professional careers: e.g. Complementary Service roles in the newly secularized schools (spiritual community animators) as well as the theological formation of chaplaincy in hospitals. In requiring courses in Applied Human Sciences in the Certificate Program, this theological formation is complemented by formation in the human sciences. In modifying its course content towards the specific needs of non-Christian students in pastoral studies, the Certificate demonstrates its flexibility towards community needs.

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GRADUATE PROGRAMS

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Master of/Magisteriate in Arts with Project (Option B)

STRENGTHS OF PROGRAMS

The Master's program was implemented in the 1995-1996 academic year. The tremendous growth in the program (from 10 graduate students in 1995-1996 to 45 in 2002-2003) indicates that the program meets a need in the Montreal English speaking community that is not met by other universities in this area. While clearly presenting challenges, the small size of the department offers students certain advantages. Even though the program requires students to meet basic requirements of the *Method in Theology* course and the *Seminar in Ecclesiology* and enhances this theological formation with several additional electives, students are able to pursue their theological questions in a fairly unrestrained manner (provided faculty are able to direct them). Whether undertaking a thesis (Option A) or project and research paper (Option B), students are encouraged to pursue the theological questions that animate their desire to study theology and therefore, the success rate of our graduate is high (29 graduates since the programs inception).

The Masters program (both Option A and Option B) attract students from a diversity of backgrounds. Our students pursue graduate studies in theology first of all because they are animated by their own theological questions and because they desire to serve the community through their exploration of these questions. This makes the Masters program a truly enriching experience for all concerned. It creates a dynamic atmosphere in classes and animates many students to network with other students and create linkages in various manners (social gatherings, student journals, discussion groups, etc.)

WEAKNESSES OF PROGRAMS

A significant challenge of the MA programs is the number of tenure or tenure-track positions in the department. While the graduate programs continue to attract a substantial number of students applying for acceptance each year and the department feels a certain responsibility to respond positively to this interest in theology, the faculty resources are strained. Tenure or tenure-track faculty are needed to act as directors or be called upon to participate in thesis defenses (each defense requires a chair, two readers and the director. (With the exception of the person who chairs the defense, these faculty members must be full-time.) In addition, the secretary for the department, who is vitally needed to assist the Graduate Program Director, works only 21 hours per week and is responsible for providing secretarial assistance for all the programs offered in the department. A less serious but still substantial weakness is the classroom space for our Masters classes. Because our student numbers are high and we are only able to offer a limited number of graduate courses per year, the graduate classes are often "overflowing". Also, the physical space where the department is housed needs some improvement so it can reflect more accurately the flourishing of the MA programs.

Changes and Developments Since the Last Academic Appraisal

The first major curriculum restructuring in twenty years was introduced in 1997. The Honours and Specialization Programs were cancelled in a faculty-wide reduction of the number of programs. It was argued that the cancellation of these programs husbanded the severely reduced faculty resources at the time the department was introducing its Master's Program.

The undergraduate calendar offerings were reduced from fifty-six courses to thirty-six courses:

1994/5 syllabus	2002/3 syllabus
200 level – 14 courses	200 level – 18 courses
300 level – 15 courses	300 level – 15 courses
400 level – 27 courses	400 level – 5 courses

This reduction was both a pruning of courses that no longer reflected the contemporary vision of the department and at the same time a re-definition of the levels of the courses (200, 300 and 400). The 200 level included introductory courses as well as courses that in scope and in content were open to dialogue with other disciplines, for example spirituality and secularism, theology and science, and globalization and religious pluralism. The 300 level courses were focused on the core areas of theology: scripture, history, systematics and ethics, while the 400 level was restricted to the two required courses of the Certificate Program 402 and 404: the theory and praxis of pastoral theology as well as three selected topic courses.

The Programs and the Academic Plans

Departmental Academic Plan

A) Faculty resources

The departmental plan at the undergraduate level centers around the commitment to a balanced formation in the six areas of theological studies (Scripture, Foundational Theology, Systematics, History, Ethics and Sprituality) and the integration of theory and praxis in the community: its engagement with issues of religious pluralism, the dialogue between theology and scientific disciplines, religion and spirituality, and the theological significance of contemporary ethical issues.

The maintenance of the six areas of theology is a challenge for the resources of the department.

- 1) Scripture both Old Testament and New Testament has suffered in the faculty retirements following 1995. Successive three years LTA contracts have had a destabilizing effect. Therefore, the hire for 2004-05 will be in the area of Old Testament field of specialization. The strengthening of the New Testament area will need further planning.
- 2) Foundational theology is taught by the LTA who will take up a tenure tract position 2003-2004.
- 3) Systematic Theology and
- 4) Historical Theology are taught by the tenured professor and adjunct professor as well as by other part-time contracts. (the systematic and historical theology will need replacement at the time of the professors presently teaching).
- 5) Ethics is taught by a tenure tract professor and part-time contracts.
- 6) Spirituality is taught by historical theology/systematic professor and part-time contracts.

B) Program Revisions

- 1) The revisions will focus on content and levels rather than the structure of the programs. Additional 400 level courses will be added in the areas of biblical studies and systematics. A limited number of additional scriptural courses will be added to the undergraduate offerings.
- 2) Additional courses in pastoral praxis will be added to the certificate in pastoral ministries.
- 3) The biblical courses at the graduate level will be increased from one to three (OT, NT and Exegesis).

C) Recruitment and Advising

- 1) Recruitment. The department will continue its effort to strengthen the major, minor, and certificate programs. The certificate program has shown the most substantial increases. Past experience indicates that this will strengthen the major program. The minor program though small has proved significant in attracting students into the graduate program.
- 2) Advising. All three undergraduate programs need more advising resources. The hiring should address this problem of resources.

D) External Grants

External grants will be vigorously sought with the revival of the faculty. The new hires will be encouraged to explore avenues of possible funding.

Faculty Academic Plan (Feb 1998)

- 1) The specific recommendations to the department of theological studies concerned recruitment efforts at the undergraduate level. Since then the undergraduate

program students have almost doubled (62 in the fall of 1997 to 115 in the fall of 2002).

- 2) The department was urged to discuss resource sharing with other Montreal area universities. In 2000, the department signed a protocol of resource sharing with the Faculté de Théologie de l' Université de Montréal.
- 3) In winter 1998 a review of the department and its programs was announced to consider the viability of the undergraduate and graduate programs. That review was conducted in the fall of 1999. The result of that review was the decision to revitalize the department and its programs.

University Academic Plan

The department has addressed the concerns outlined in the University Academic Plan in the review of its programs. It gave careful consideration to the allocation of its resources by reducing the number of course offerings and eliminating courses that overlapped with the department of Religious Studies. The Honors and Specialization were cancelled.

The five year plan outlined in the present appraisal document addresses both the opportunities and vulnerabilities presented to the department through retirements both of the past and the future. As much as possible, issues relating to senior and junior faculty, part-time and full-time faculty have been considered but the present state of the faculty complement does not allow for many practical decisions in this area. The plan also carefully addresses the question of the training of graduate students and encourages excellence in research.

CUP Report

In accordance with the recommendations proposed in the CUP report (sous-commission sur les programmes en théologie et sciences de la religion), the department has reviewed the programs offered. We reported that the Honors and Specialization programs had been cancelled and the TRES diploma suspended. On the other hand, we were able to demonstrate that the masters program did not duplicate other graduate programs of the second cycle in nearby universities. We have also signed a protocol with the Faculté de Théologie de l'Université de Montréal to share resources at the graduate and undergraduate levels. We encourage our students to use the resources available to them in the other universities of the region.

PROGRAM-BY-PROGRAM ANALYSIS

Major in Theological Studies

Current Calendar Listing

Students are required to complete 36 credits in the Major program as follows:

Credits	Courses numbers
12	Theo 201, 202, 203, 204
3	Chosen from Theo 301, 303
3	Chosen from Theo 315, 317
3	Chosen from Theo 206, 320, 322
3	Chosen from Theo 331, 333, 335, 337
3	Chosen from Theo 208, 234, 236, 340
6	Chosen from any of the Theology offerings
3	With permission of the Department, a cognate discipline may be substituted for a Theology elective.

Course Descriptions

THEO 201 *Introduction to Theological Studies* (3 credits)

The course introduces the student to the structure, nature, and method of theological studies and the relation of these studies to the other sciences.

THEO 202 *Introduction to Biblical Studies* (3 credits)

This course provides a survey of the contents of the Bible, from Genesis to Revelation, and a practical introduction to the skills required to understand biblical texts. Attention is paid to diverse approaches to interpretation which are used in historical, literary, or theological study of the Bible, and also to appropriate strategies for the use of biblical texts in liturgy, homilies, and personal prayer.

THEO 203 *Introduction to New Testament* (3 credits)

This course studies the four major kinds of writing found in the New Testament: Gospel, Letter, Apocalypse, Luke-Acts.

THEO 204 *Introduction to Christian Ethics* (3 credits)

This course is an introduction to the field of ethics in the context of Christian faith. Christian ethics is presented as an active quest towards understanding and guiding Christian moral living. There is a brief presentation of the historical background to Christian ethics, an exploration of the points of convergence with other religious traditions, as well as the interrelationship between morality and freedom. The course will include a reflection on the problem of evil as a diminishment of persons and societies as well as a section on moral development and moral maturity.

THEO 206 *The Origins of Christianity* (3 credits)

A study of the historical origins of the Church with a view to understanding the creative originality of the Christian tradition. This study opens up possibilities for the rethinking of contemporary Christianity in the light of the common sources of diverse Christian tradition.

THEO 208 *Celtic Christianity* (3 credits)

This course follows a historical line to show the connections of the pre-Christian Celtic beliefs with the early Christian Church of Celtic countries. While some emphasis is on history and culture, particular focus is placed on the spirituality of the Celtic people. While not limited to the Irish experience, the experience of the early Irish Celtic Church serves as a focal point in considering various patterns of human living as indicative of a particular spiritual vision.

THEO 211 *Introduction to Roman Catholicism* (3 credits)

This course offers an introduction to the contemporary Roman Catholic experience, and includes a treatment of the historical origins of Catholicism, its worship and liturgy, its spirituality, and its role in society and culture.

THEO 212 *Faith, Reason and the Religious Sense* (3 credits)

This course investigates the basic human search for meaning in life using as a starting point the role of reason as openness to reality. This openness expresses itself as a fundamental desire for truth, goodness, and beauty. The course explores how these desires are constitutive of human existence, how various unreasonable strategies are used to distort and deny them, and how a reasonable affirmation of them is possible.

THEO 226 *Theology and Myth* (3 credits)

This course is a comparative study of mythology. The focus is on the role of myths in Christian theology, e.g. creation myths, origins of humanity, salvation myths, and others.

THEO 233 *Religious Pluralism in a Secular Culture* (3 credits)

The course focuses on the relationship between religion, pluralism, and secular culture. It deals specifically with the prevalence of pluralism in a society that has neither done away with, nor marginalized, religion. In the context of respect for human rights and freedom of conscience, a new kind of religious identity is emerging which is sensitive to context, procedure, and history. The course considers ways in which this new identity be communicated so that a community is constituted and not divided.

THEO 234 *Christian Spirituality* (3 credits)

The characteristics of Christian spirituality, its roots in scripture, the balance between contemplation and action, its communal dimension, its attitude to world, are analysed through the study of a selection of men and women whose lives exemplify various aspects of Christian spirituality over the past two thousand years. The course examines notions of transcendence and immanence, individuality and collectivity, nature and the divine.

THEO 236 *Spirituality: Personal, Social and Religious Dimensions* (3 credits)

The course focuses on spirituality as a personal response to the human quest for transcendence. There is also an analysis of the ways in which spirituality creates a consensus for a social harmony and for creative exchanges between cultures, especially in the arts. The course includes a general reflection on the role of religion in fostering spirituality by marking it with explicit convictions about the ultimate goal of life, and also includes a specific section on the characteristics of Christian spirituality as a response to the Gospel.

THEO 238 *Theology in Film* (3 credits)

This course examines a series of films to uncover their theological preoccupations, motives, and questions. Methods of analyses are discussed, in conjunction with screenings of selected films.

THEO 242 *Theology and the Arts* (3 credits)

This course is a theological reflection on various art forms (music, dance, visual arts, architecture) throughout the history of Christianity.

THEO 271 *Women in Theology* (3 credits)

This course explores the emergence of a body of scholarly writing by women theologians. It looks at the questions raised and the critiques of traditional theological doctrines and interpretations, as well as suggesting different hermeneutical approaches to exegesis, theology, and history.

THEO 276 *The Icon: Theology in Colour* (3 credits)

The icon is both a theological medium and a theological message. The first is expressed by design, the latter by colour. The study of the icon offers the student an opportunity to explore theological meaning by means of image and symbolism as well as concept and reasoning.

THEO 298 *Selected Topics in Theological Studies* (3 credits)**THEO 299 *Selected Topics in Theological Studies* (6 credits)**

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

THEO 301 *The Hebrew Bible: History and Texts* (3 credits)

An introduction to the historical contexts in which the Hebrew Bible was written, to its various literary genres (historical, prophetic, and poetic), and to contemporary methods of interpretation.

THEO 303 *The Old Testament in Theology* (3 credits)

Selected texts from the Bible will be read in the light of contemporary scholarship, with attention to the use of these texts in theology, in worship, and in private prayer. The

course focuses on the uses of the Bible, offering a critique of abuses in the past and present.

THEO 315 *Gospels and Acts* (3 credits)

This course is an introduction to the texts and teachings of the four canonical Gospels and to the Acts of the Apostles.

THEO 317 *The Epistles and Revelation* (3 credits)

This course is an introduction to the New Testament Epistles, and to the Book of Revelation, with a closer reading of selected texts.

THEO 320 *History of Christianity: First Millennium* (3 credits)

This course explores the historical foundations of the Church in the first five centuries, and the diverging experiences of the Church in East and West to the end of the millennium.

THEO 322 *History of Christianity: Reformation and Modernity* (3 credits)

This course explores the history of Christianity from the high Middle Ages through to the closing decades of the twentieth century, with special attention given to the ages of Reform and to the impact of the Enlightenment on the lifestyles, institutions, social attitudes, and intellectual life of modern Christians.

THEO 331 *The Christian Understanding of God* (3 credits)

This course is the exploration of God as ultimate reality in Christian history, and in the context of contemporary issues such as world religions, gender, and new forms of language about God.

THEO 333 *Jesus Christ in History and Faith* (3 credits)

This course studies the biblical and later traditions about the person of Jesus Christ, both from a historical and doctrinal perspective. The course, traditionally known as christology, also examines the central role of Christ in contemporary theology.

THEO 335 *The Church in the World* (3 credits)

This course reflects on the nature of the Church as People of God situated in the modern world. Topics to be explored are the notions of belonging, freedom and authority, church and society.

THEO 337 *The Christian Mysteries* (3 credits)

This course examines the history, the symbols, and the images of ritual and liturgical communication in Christianity, especially in baptism and Eucharist. These “mysteries”, as the Christian sacraments were originally called, will be studied in the context of a Christian life.

THEO 340 *Private Prayer and Public Worship* (3 credits)

Prayer is shown as a basic human act. The course will explore diverse traditions of the communal forms of worship as well as the many forms of private prayer that have been

practiced in Christian churches.

THEO 351 *Applied Ethical Issues* (3 credits)

This course explores controversial issues in areas of personal ethics (such as euthanasia, abortion, human sexuality, health care, aging), and social ethics such as social justice and economic issues, war and peace.

THEO 353 *Clinical Ethics* (3 credits)

This course explores some of the more common problems in health-care ethics. The course makes a distinction between clinical ethics and medical ethics, in the sense that these topics will be discussed from within a multidisciplinary perspective.

THEO 398 *Selected Topics in Theological Studies* (3 credits)

THEO 399 *Selected Topics in Theological Studies* (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule. *NOTE: All 400-level Theology courses have as their prerequisite an appropriate 300-level Theology course, or its equivalent, with permission of the Department.*

THEO 402 *Pastoral Ministry* (3 credits)

The course introduces the student to the history and theology of pastoral ministry.

THEO 404 *Practicum in Pastoral Ministry* (3 credits)

Prerequisite: THEO 402 and permission of the Department. This course complements THEO 402 as the internship and field exploration of a particular pastoral ministry. It will be supervised by experts or experienced individuals in the various fields of ministry, e.g. eldercare, bereavement, hospital, school, youth ministries, and others.

THEO 497 *Selected Topics in Theological Studies* (3 credits)

THEO 498 *Selected Topics in Theological Studies* (3 credits)

THEO 499 *Advanced Topics in Theological Studies* (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

Regulations

Admission Policies and Standards, Time Limits and Language Requirements

The admission policies reflect the emphasis on accessibility at Concordia and also respond to the high percentage of our students who are part-time students and/or are returning to study after a lengthy period away from school or after being engaged in another profession. Many of our students have mature-student status. Their special needs are carefully monitored by frequent advising throughout their studies. There are no language requirements or time limits to completing the program. Those students who wish to specialize in biblical studies are encouraged to commence Greek and Hebrew

studies. Non-credit courses have been offered as incentive to students in the Major who are planning to take up graduate work, and Hebrew classes for credit will be introduced in the Spring and Summer sessions of 2003.

Language Requirements

While the language of instruction in the Department of Theological studies (and at Concordia) is English, assignments and examinations may be submitted in French. Students whose first language is neither French nor English must demonstrate language proficiency prior to their admission to Concordia. They will ordinarily be exempt from preadmission English tests if they meet one of the following criteria:

1. They hold a Québec Diploma of Collegial Studies (or its equivalent from an English-language school system).
2. They have obtained a grade of "C" or better in the GCSE English language examination.
3. They have studied for at least three years in an educational institution where the sole language of instruction is English.

If none of these criteria fits, a student whose first language is other than English must write a required English test. Only when the Office of the Registrar has received the test results is the student's application to Concordia considered complete. In all cases, the Office of the Registrar reserves the right to require a proficiency test if it is deemed necessary.

Time Limits

The duration of the BA with a Major in Theological Studies is normally four years.

Evaluation Procedures

According to the Academic Regulations in Concordia University Undergraduate Calendar - #16.3.1., the following "letter-number" equivalents apply to the grades offered in the Theological Studies Department, unless the professor proposes an alternative system at the beginning of their course.

A+ 90-100

A 85-89

A- 80-84

B+ 77-79

B 73-76

B- 70-72

C+ 67-69

C 63-66

C- 60-62

D+	57-59
D	53-56
D-	50-52

F	Failure
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The department is concerned about inflation of grades and among the measures proposed is a new marking scale as follows:

A+	4.3	94-100
A	4.0	89-93
A-	3.7	85-88

B+	3.3	81-84
B	3.0	74-80
B-	2.7	72-73

C+	2.3	68-71
C	2.0	63-67
C-	1.7	59-62

D+	1.3	57-58
D	1.0	53-56
D-	0.5	50-52

F	0	Failure
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Goals of the Program

The goal of the program is to provide basic formation in theology across the major fields: scripture, historical theology, foundational theology, systematic theology and ethics. The major reflects the vision of the department to integrate the theory and praxis of theology, to set up opportunities to enter into a conversation with contemporary thought and issues (globalization, ethical issues, post-modernity, spirituality and secularism) while at the same time be engaged in the central hermeneutical questions as well as the pastoral concerns within the faith community. The integration of theory and praxis is also underlined by the emphasis of the importance of spirituality as an enduring element of the theological enterprise.

Student Enrollments, Student Success Rates, Time to Complete

The following number of students were enrolled in programs offered by the Department of Theological Studies in September 2002:

Program	Number of Students
Major	33
Major+	15
Certificate	55
Minor	14
Total	117

In 2000-01, 13.6% of student credits were generated by students in Theological Studies programs. 86.4% of student credits were generated by students from serviced departments.

The following statistics indicate the number of graduates from all undergraduate programs (Major, Minor, Certificate):

Year	Total
1997-98	14
1998-99	13
1999-2000	18
2000-01	13
2001-02	9

Faculty (T/TT LTA PT ranks gender)

One tenured faculty; rank; Professor; Female

Two tenure track faculty; rank; Assistant Professor; one female, one male.

One limited term faculty; rank: Assistant Professor; female.

One Adjunct faculty Part Time; male.

Twenty Part Time contracts (2003/4)

Efforts towards faculty diversity and equity

Hiring notices encourage gender and cultural diversity. The full-time and part-time component include gender and cultural diversity as well as religious diversity (Roman Catholic, Evangelical, Lutheran, Orthodox and Jewish). This diversity contrasts strongly with the predominantly male, Roman Catholic faculty seven years ago.

Special or innovative features of the program

One of the imperatives the department recognizes is the importance of flexibility in responding to the changing needs of the community. A case in point is the department's response to the secularization of the provincial schools. The change was from confessional schools (Catholic and Protestant) to linguistic schools. The department of Theological Studies was the only English-speaking university unit that responded to the need for professional formation for the newly created role of Spiritual Community Animator in the secularized schools. This new service has been introduced as part of the complementary services of the public school system and it replaces the former chaplaincies in the confessional schools. Since the academic year 2000/1, the department has designed and taught a three-course formation for elementary and high-school animators of the Montreal area (Theo 233 *Religious Pluralism in a Secular Culture*; Theo 236 *Spirituality: Personal, Social and Religious*; and Theo 298C *A World of Transformation: Personhood and Community*). The department is planning to offer these courses through distance education. It is hoped that these courses will not only be attractive to the animators in distant school boards of Quebec but also be available as electives for students in the Major program.

External relations, publicity, etc.

The department constantly up-dates its web-page. It also takes part in Faculty promotion days. It is active in disseminating information about its programs at the annual rally organized by the English Speaking Catholic Council and seeks bursaries and support for the formation of catechists in the new parish programs in the Roman Catholic Archdiocese after the secularization of the schools. The faculty is active in communicating with the Roman Catholic and Anglican Press and in meeting with clergy groups of many different religious denominations. The Department's focus on religious pluralism leads to a constant networking with Islamic, Jewish, Hindu and Buddhist communities.

Curriculum Changes in the past five years

The curriculum changes introduced in 1997 have been detailed in the general introduction. The structure of the major was not radically changed. There is still a balance between introductory requirements and a series of electives, but in the new curriculum the electives were to be chosen from six fields of theology: Old Testament, New Testament, History, Systematics, Ethics and Spirituality. The goal was to insist on a balanced formation in theology.

Joint programs/partnerships/affiliation

In 2000 the department signed a protocol with the Faculty of Theology at the University of Montreal. This welcome opportunity for collaboration between the two institutes has not been fully realized mainly because of the uncertainties of our departmental hirings and also because of bureaucratic problems with registration for

courses between the two universities. Now that the departmental hirings are well advanced we hope to reactivate this partnership and to try to resolve the registration difficulties.

The department of theological studies has an agreement with the Anglican Diocesan College of Montreal whereby courses in our department are acknowledged as fulfilling part of the academic requirements for the priesthood.

Within Concordia University the department has an agreement with the department of Applied Human Sciences for requisites for the Certificate in Pastoral Ministries.

The department has been involved in the planning of the new the Loyola International College at Concordia. We will introduce the new course on “Globalization, Religion and Culture”.

Minor in Theological Studies

Current Calendar Listing

Students are required to complete 24 credits in the Minor Program as follows:

Credits	Courses numbers
12	Theo 201, 202, 203, 204
12	Chosen from other Theology offerings.

Course Descriptions

See course descriptions under same title in the section on the Major in Theological Studies.

Regulations, Admission policies and standards, Evaluation Procedures, Language Requirements, Time Limits

See these categories under the same title in the section on the Major in Theological Studies.

Goals of the Program

The goal of the program was to provide an introductory formation in theology for students engaged in another departmental major but at the same time it encouraged a choice between more particular or general interests.

Student Enrollments, Student Success Rates, Time to Complete

The Minor program represents a small (14 of a total of 117 undergraduate program students in 2002) but significant element in the undergraduate student body in theological studies. It is significant because it encourages Majors in other disciplines to include a theological dimension to their degree, an enrichment that has been well appreciated in commerce, applied human sciences, religion, literature, philosophy, art and history.

Faculty (T/TT LTA PT ranks gender)

See faculty section under same title in the section on the Major in Theological Studies.

Efforts towards faculty diversity and equity

See this under same title in the section on the Major in Theological Studies.

Special or innovative features of the program

One of the unexpected features of the Minor program has been the number of students who majored in other disciplines and then used their theological Minor as a partial basis for applying for acceptance to the Masters in Theology.

External relations publicity etc.

See this under same title in the section on the Major in Theological Studies.

Curriculum Changes in the past five years

In accord with the department's concern for securing a balanced formation, the new Minor of 1997 requires four introductory courses (systematic, biblical, ethics together with an introduction to the New Testament). At the same time it allows the remaining four courses as electives.

Joint programs/partnerships/affiliation

See this under same title in the section on the Major in Theological Studies.

Certificate in Pastoral Ministries

Students are required to complete 30 credits in the Certificate in Pastoral Ministry program as follows:

Credits	Courses numbers
15	THEO 203, 402, 404, AHSC 230, 232
3	Chosen from THEO 233, 315, 317
3	Chosen from THEO 206, 320, 322
3	Chosen from THEO 204, 351, 353
3	Chosen from THEO 331, 333, 335, 337
3	Chosen from THEO 234, 236, 340

Course Descriptions

See course descriptions under same title in the section on the Major in Theological Studies.

Regulations, Admission Policies and Standards

Students must have either a college diploma or acknowledgement of Mature Students status (21 years of age). Students must have their programs approved by the Department. Students will be admitted to the Certificate in Pastoral Ministry with the permission of the Department. Admission is based on number of available places and upon evaluation of a candidate's letter of intent and an interview dealing with their educational background and community experience.

Requirements, Prerequisites, Evaluation Procedures

See evaluation procedures under same title in the section on the Major in Theological Studies.

Language Requirements

See language requirements under same title in the section on the Major in Theological Studies.

Time Limits

See this under same title in the section on the Major in Theological Studies.

Goals of the Program

The goal of the Certificate in Pastoral Ministry is to provide an introduction to the basic knowledge necessary to conduct pastoral ministry:

- reading scripture for understanding and spiritual nourishment,
- introductions to pastoral ministry in the Christian Church and to theological and ethical thought,
- traditional Christian beliefs, as these developed through history, and are collected in a contemporary catechism,
- prayer and spirituality as these have been practiced and experienced in the Church,
- the reality of the Church, its sacramental life and pastoral practice,
- training in interpersonal and group skills such as will be needed in dealing with people in various situations.

The certificate attests that graduates have acquired a basic knowledge and skills to engage in pastoral activities.

Student Enrollments, Student Success Rates, Time to Complete

Begun in 1997, the certificate has 55 students registered in the fall of 2002. Graduation rates have been steady but slow because, up to 2001, almost all the 25 students in the program were part-time students. It is significant that the majority of the students completing the program of 30 credits, converted these credits into a theology major or prerequisites for the qualifying year for the masters program. A new phase in the history of the certificate program began in the fall of 2002 when 35 full-time students in Jewish pastoral studies entered the certificate program.

Faculty (T/TT LTA PT ranks gender)

See this under the same title in the section on the Major in Theological Studies. The director of the pastoral ministries program has specialized training in the field of ministry and counseling.

Efforts towards faculty diversity and equity

See this under the same title in the section on the Major in Theological Studies.

Special or innovative features of the program

- 1) There is an increasing demand for professional formation for volunteers (hospital visitation, care/visitation of the aged and sick in their homes). With the assistance of endowed foundation, the department is conducting a study of the pastoral ministry towards the elderly in parish communities in Montreal. These findings will be communicated in workshops and then incorporated into courses in the certificate programs.

2) With the recent secularization of the schools of Quebec, catechetics is being reorganized in the Roman Catholic Archdiocese. The certificate provides theological formation for new catechists. Courses in sacramental theology and biblical studies will be offered in summer sessions.

External relations publicity etc.

External relations have been established with the English Speaking Catholic Council (see ESCC) and with TAV, a Jewish educational institute in Montreal.

Curriculum Changes in the past five years

The certificate has been modified by the addition of new courses since its inauguration in 1997. These new courses are a response to new interfaith initiatives and new pastoral needs.

Joint programs/partnerships/affiliation

6 credits in Applied Human Science are requisites for the program.

Master of/Magisteriate in Arts with Thesis (Option A)

Master of/Magisteriate in Arts with Project (Option B)

The Department of Theology offers the degree of Master of/Magisteriate in Arts. There are two program options in the master's degree: Master of/Magisteriate in Arts with thesis and Master of/Magisteriate in Arts with research papers. The Department has strong links with, and active participation in the Doctor of Philosophy (Humanities) program.

The program consists of 45 credits. Students may undertake the program on a full-time or a part-time basis. Full time is defined as taking at least 8 credits each semester.

Option A: M.A. with Thesis	
Required courses	THEO 603 <i>Method in Theology</i> (3 credits), THEO 604 <i>Seminar in Ecclesiology</i> (3 credits), THEO 685 <i>Reading Course</i> (6 credits)
Electives	9 credits from THEO 620-685
Thesis	THEO 695 <i>Thesis Proposal</i> (3 credits) THEO 697 <i>Thesis</i> (21 credits)
Option B: M.A. with Applied Project in Theology	
Required courses	THEO 603 <i>Method in Theology</i> (3 credits) THEO 604 <i>Seminar in Ecclesiology</i> (3 credits)
Electives	18 credits from THEO 620-685
Research	THEO 691 <i>Research Paper</i> (12 credits) THEO 692 <i>Applied Project in Theology</i> (9 credits)

Course Descriptions

There are 12 to 15 credits (4 to 5 courses) offered every year by the M.A. Program in Theological Studies. The required THEO 603 Method in Theology will be offered each year.

The courses offered are one-term, 3-credit courses unless otherwise indicated.

Topic Courses

Topics in Scripture

THEO 621 Old Testament I
THEO 623 Old Testament II
THEO 627 Questions in Old Testament Research
THEO 629 Intertestament Studies
THEO 631 New Testament I
THEO 633 New Testament II
THEO 635 New Testament III
THEO 637 Questions in New Testament Research
THEO 639 Biblical Studies

Topics in Church History

THEO 641 History I
THEO 643 History II
THEO 645 History III
THEO 647 Research in History of Christian Thought
THEO 649 Questions in Christian Worship

Topics in Theology

THEO 651 Theology I
THEO 653 Theology II
THEO 655 Theology III
THEO 657 Questions in Theological Research
THEO 661 Ecclesiology I
THEO 663 Ecclesiology II
THEO 664 Ecclesiology III
THEO 667 Research In Ecclesiology
THEO 669 Theology & World Religions

Topics in Christian Ethics

THEO 671 Ethics I
THEO 673 Ethics II
THEO 675 Issues in Ethical Research

THEO 603 Method in Theology (3 credits)

The objective of this course, to be taken at the beginning of the program, is to give the students both a theoretical and a practical introduction to original research: the experience of seriously choosing a topic and a specific question, and in coming to grips with the reality of identifying the steps to be taken, the information to be collected, and so forth. The course will be the occasion of the student to choose a director for their theses, practicum, or research papers, and to begin working with a specific research director. This course will serve as the chief instrument for incorporating new students into the program.

THEO 604 Seminar in Ecclesiology (3 credits)

The objective of this seminar, to be taken in the second semester if possible, will be to introduce students to the notion of church as interpretative community, and to experience diverse ways of exploiting this notion. This seminar will also serve to bring students together, and to exchange ideas drawn from their research in diverse theology courses.

THEO 685 Reading Course (6 credits)

The reading course serves as one part of the thesis' three-step process. It allows students to deepen relevant aspects of research related to a student's thesis that normally are not covered by regularly offered courses. The reading course provides an opportunity for students to compile an annotated bibliography and to begin to organize various sub-themes within the thesis.

THEO 691 Research Paper (12 credits)

The guided research project involves the preparation of a substantial research paper. It may be prepared in conjunction with any seminar course but will be separate from the basic course requirements.

THEO 692 Applied Project in Theology (9 credits)

The aim of this course is to give the student the opportunity to engage in critical theological reflection by frequenting a milieu where theological interpretation occurs on a regular basis (e.g. a local parish, a confessional school, a religious formation program like the Christian Training Program, religious programming in the media, etc.) in order to assess the theological models presupposed in the activity studied. The practicum will include a 3 credit reading component related to the field of study.

THEO 695 Thesis Proposal (3 credits)

Students taking Option A must submit an extended thesis proposal on a topic chosen in consultation with the thesis supervisor and approved by an advisory committee. It shall consist of a description of the state of research on the topic in question, a statement of the question underlying the thesis project, a formulation of the hypothesis to be tested, and a relevant bibliography.

THEO 697 Thesis (21 credits)

The thesis shall consist in the presentation of the research results. Each thesis shall be examined by a committee consisting of the student's supervisor and by at least two other scholars from the Department. The remaining regulations concerning the thesis examination are in accordance with the School of Graduate Studies (See Thesis Regulations).

Cognate Courses

With permission of the Graduate Program Director up to 6 credits may be chosen from graduate offerings in other Departments at Concordia or other universities. Permission of the graduate director of the respective program must also be granted.

Regulations

- 1. GPA Requirement.** The academic progress of students is monitored on a periodic basis. To be permitted to continue in the program, students must obtain a cumulative grade point average (GPA) of 3.00 based on a minimum of 12 credits. Students whose GPA falls below 3.00 are considered to be on academic probation during the following review period. Students whose GPA falls below 3.00 for two consecutive review periods are withdrawn from the program.
- 2. C Rule.** Students in research master's/magisteriate programs are allowed to receive no more than one C grade in order to remain in good standing in the university.
- 3. F Rule.** Students who receive a failing grade in the course of their studies will be withdrawn from the program. Students may apply for readmission. Students who receive another failing grade after re-admission will be withdrawn from the program.

Admission Policies and Standards

A solid undergraduate preparation with a range of competence similar to that demanded of Major students at Concordia, and a B+ average in the Theology segment of their undergraduate studies. Qualified applicants requiring prerequisite courses may be required to take up to 12 undergraduate credits in addition to and as a part of the regular graduate program. Admission into the program is on recommendation of the Graduate Studies Committee.

Requirements and Prerequisites

- 1. Credits.** A fully-qualified candidate is required to complete a minimum of 45 credits.
- 2. Residence.** The minimum residence requirement is one year (3 terms) of fulltime graduate study, or the equivalent in part-time study.
3. Students may enter one of the two options, A or B.

Evaluation Procedures

Grades used for graduate courses or courses taken as part of a graduate program are *A+*, *A*, *A-*, *B+*, *B*, *B-*, *C*, *Pass*, *Fail*, *Fail/Absent*, *Audit* and *In Progress*.

Language Requirements

A reading ability in English and French is required. Thesis proposals which depend on special linguistic skills will be accepted only from students competent in the appropriate languages.

Time Limits

All work for a master's/magisteriate degree for full-time students must be completed within 12 terms (4 years) from the time of initial registration in the program at Concordia University; for part-time students the time limit is 15 terms (5 years).

Residence Requirements

The minimum residence requirement is one year (3 terms) of fulltime graduate study, or the equivalent in part-time study.

Goals of the Program

The program is structured to enable students to apply contemporary methods of research to theological questions so as to arrive at valid personal knowledge. Option A in the program is centred on the preparation of a substantial thesis. It will be most useful to students who already have a rich background in Theological Studies, and who already have developed an area of special interest in Theology, perhaps with a view to eventual doctoral studies. Option B is intended to provide the students with an opportunity to widen their knowledge of theological areas (i.e. Scripture, History, Systematic Theology, Ethics), while at the same time learning the discipline of research in two shorter research projects.

Student Enrollments, Student Success Rates, Time to Complete

Year	Number of Students Beginning M. A. Program			Number of Students Graduating		
	September	January	Total	Fall	Spring	Total
1995-1996	8	2	10			
1996-1997	9	1	10			
1997-1998	5		5		3	3
1998-1999	4		4		4	4
1999-2000	6	1	7	1	6	7
2000-2001	6	5	11	1	3	4
2001-2002	9	3	12	3	6	9
2002-2003	13	3	16		2	2
Total	60	15	75	5	24	29

Faculty (T/TT LTA PT ranks gender)

See this under the same title in the section on Major in Theological Studies.

Efforts towards faculty diversity and equity

See this under the same title in the section on Major in Theological Studies.

Special or innovative features of the program

There are several special features of the program however there are two that are directly related to the initial vision of the program: (1) the emphasis on praxis orientation that is reflected in the increasing attention to the Project Option, for example local histories and studies of religious communities and (2) the main innovative of the program from the beginning was ecclesiology – defining the church as an interpretative community. This special feature of the program is underlined by attention to hermeneutics and to the decision of the department to draw on Bernard Lonergan’s methodological framework for theology – a framework that understands theology as “collaborative wonder”.

Another feature of the program that was not envisaged at the beginning is increasing attention to interfaith dialogue. This has been manifested in seminar sessions held at a local synagogue and special lectures given by persons from the Islamic and Hindu faiths.

Also, the students who are registering are from a diversity of backgrounds. Many have pursued careers in other fields and decide well-on into this career that they wish to study theology. This brings a tremendous richness to the program which is manifested in classroom dynamics and innovative work being done in theses, projects and research papers.

Another innovative feature of the program relates to attempts which have been made to establish linkages with centres for ethical reflection both within the Montreal area (the McGill Centre for Law, Ethics, and Medicine and the University of Montreal) and outside of Montreal (the Canadian Catholic Bioethics Institute in Toronto). These efforts are directed toward the goal of establishing an ethics centre in the Department of Theological Studies which will address specific questions and specific needs of the Montreal community.

In conjunction with this (and as already noted above), the M.A. program includes in its program the significant insights of philosopher and theologian Bernard Lonergan. One of Lonergan's most important contributions is to provide a framework for interdisciplinary collaboration. This framework is consciously adopted by the Department of Theological Studies as a tool for generating linkages both among the various specialties within the department and among the infinitely diverse fields of study that theology encounters beyond its own horizon.

A goal within the department is to establish a "centre" for collaborative work to be done – whether in the form of summer institutes, workshops, hosting invited speakers, establishing consultative services, etc. While not taking anything away from Lonergan University College, it is believed that the vision expressed here corresponds fairly closely to the original vision behind the establishment of Lonergan College in 1986.

External relations publicity etc.

See this under the same title in the section on the Major in Theological Studies.

Curriculum Changes in the past five years

There were no changes in the curriculum in the past five years.

Joint programs/partnerships/affiliation

University of Montreal protocol 2000 allows professors from the University of Montreal to direct our students. This protocol needs to be reinvigorated as we rebuild our own faculty resources.

TEACHING, RESEARCH AND CREATIVE ACTIVITIES OF FACULTY

Quality of the Teaching

To maintain the high quality of teaching in the department has always been a priority. This is demonstrated in the consistently high level of satisfaction expressed in the student evaluations year after year. It is also demonstrated by the frequency by which teaching strategies, syllabus content and principles and method of assessment form part of the agenda of departmental meeting. There are frequent workshops for the whole faculty (full-time and part-time) conducted by the center for teaching and learning services. The majority of the faculty have also attended other workshops given by this center.

There is a wide range of teaching environments: large 200 level classes (up to 200 students), small seminar-type classes (15 students at 400 levels). There are off-campus courses, as well as distance courses being prepared during the winter and fall of 2003. While the majority of courses are on-campus, thirteen-week semester courses, the department also conducts concentrated group session over a series of week-ends.

The quality of these diverse offerings is maintained by constant communication between the lecturer and the departmental chair, and even more, by the spirit of collegiality throughout the department. This is an important element for the moral of a small faculty responding to such a variety of opportunities. The spirit of enthusiasm and creativity generated by the diversity and the challenge of such a milieu has to be tempered by the need for maintaining a balance between the demands of teaching and those of professional scholarship. A judicious balance is of utmost importance for the new tenure tract hires, and this requires constant mentoring within the department.

In an appraisal focused on the programs of the department, it is important to note that most of the teaching of the department is not with programs students but with non-program students who constitute at least 85% percent of the undergraduate registrations. In the fall of 2002, there were 117 program students while there were over 1200 undergraduate registrations. As very few students enter the department straight from CEGEP (theology offers few immediate financial incentives), the service component is an important part of our presence in the University as well as a contact point where students become interested in the programs either as a minor, certificate, second major or major. The entrance record of the Registrar's Office demonstrates that the program students are often attracted to theology programs after they have entered university.

This large "service components" has significant impact on teaching content and strategy. Rather than weakening the course content, the presence of so many non-program students has challenged the faculty to grapple with the issues of "language" and relevance for contemporary issues, the very issues which are an integral part of our vision as a department of Theological Studies in secular university.

Methods Used to Evaluate Teaching

The department uses the standard faculty student evaluation every semester for full-time and part-time faculty. Informally, there are frequent departmental sessions to evaluate teaching strategies.

Scholarly Activity

The extreme instability of the faculty over the past seven years makes it impossible to profile the scholarly activity within the department. Five of the seven faculty members of the earlier appraisal took retirement (four immediately and the fifth in stages) while the sixth tenured faculty resigned. There have been five limited term contracts during this period, but the seven-course workload militated against a consistent scholarly output. The one tenured faculty whose scholarly activity can be tracked through the period 1995-2002 was promoted to full professor in 2002.

The following table records the combined scholarly activity of the tenured professor, the adjunct professor with special responsibilities to the graduate program, and the newly hired tenure track professor (2001).

Record of Scholar Activity (since Fall 1995)	
Activity	Total Number
Conference papers	49
Conferences attended	49
Books	4
Books in Press	1
Books in Progress	6
Chapters in Books	24
Chapters in Press	10
Books Reviews	6
Articles	8
Articles in Press	14
Contributions to Dictionaries/Encyclopedia	45
Editorial positions	8
Direction of graduate thesis/projects	34
Examination of thesis	21
Consultancies	5

Statistically, it is impossible to draw conclusions from these records of scholarly activity, but these bald numbers point to the continued commitment to scholarship throughout years of upheaval. The two new tenure track appointments (Fall 2001 and Fall 2003) together with a third hiring hoped for in Fall 2004 announce the long-awaited

stability which should attract the possibility of external funding lacking since the previous appraisal in 1995.

Academic and pedagogical activities sponsored by department

In spite of the slender resources there are a number of academic and pedagogical activities sponsored by the department. These include a public lecture and seminar in winter 2003 by a French expert in globalization. This is in connection with the course the department offers in the new Loyola International College, Globalization, Religion and Culture.

The department is preparing a conference on the Bible and hermeneutics in the winter of 2004 in conjunction with the launching of the Handbook of Early Christian Exegesis, by Charles Kannengiesser, adjunct professor. This publication is a significant indicator of the contribution both to scholarship and to teaching within the department and beyond, in the field of Early Christian Studies and the interpretation of the Bible. For the past five years the department has offered a two day conference in various Coptic Orthodox centers (New Jersey, Chicago and Melbourne) on the spiritual and theological heritage of early Christian Egypt, especially on Athanasius and Antony of Egypt. The videos and other recordings of the conference are distributed to Egyptian Orthodox communities world-wide.

Curriculum Vitae for Academic Program Appraisals

Pamela Bright, Professor, Chair of Department

Christine Jamieson, Assistant Professor, Tenure-Tract

Paul Allen, Assistant Professor, Limited Term Appointment (Tenure-Tract Appointment July 2003)

Marie-France Dion, Assistant Professor, Limited Term Appointment .

Charles Kannengiesser, Adjunct Professor

(see appendix for CV's).

STUDENTS

Recruitment procedures

The department advertises its programs in diocesan papers. It participates in faculty recruitment days. It networks with various religious denominations and maintains a web page for its programs.

Orientation, advising and mentoring

With the renewal of the faculty begun in the fall of 2001, there is still only one tenured professor one tenure-tract professor for advising and mentoring. At this point,

orientation sessions, all undergraduate advising and mentoring is done by the chair. The new tenure-track is advisor and mentor to the graduates.

Employment status of undergraduate and graduate over past five years

Many of our undergraduates are exercising the theological training in professional areas like the complementary services in school boards. Some are directors of charitable institutions run by religious denominations. Others use their formation in parish work (the department was responsible for the academic training of the permanent diaconate for over twenty years: 1981-2001). Other students have found full-time or part-time work in administration at diocesan levels. At least half of the undergraduate program students go on to graduate studies.

Since 1998, 29 Masters students have completed their degrees in the Department of Theological Studies. Most are engaged in work related to their degree. For example: employed as spiritual community animators, hospital chaplains, ordained ministers (Anglican, Congregational, Evangelical, Pentecostal, etc), permanent deacons in Roman Catholic Archdiocese, social justice professionals, direction of spiritual community animators for the Quebec Government, direction of parish catechetical programs, direction of diocesan youth groups. Some have continued with academic pursuits: For example: doctoral work, presenting papers at scholarly conferences, teaching theology courses.

RESOURCES

Faculty Resources through next five years

Planned retirements: Possible retirement: one faculty retirement; also the Adjunct Professor attached to the Graduate Program.

Leaves: One Sabbatical Leave

Searches: One biblical specialist (Hebrew Bible/Old Testament)

Current faculty, laboratory, students, staff and space

Current Faculty: One tenured professor; two tenure track professors; one limited term assistant professor; one adjunct professor; approximately twenty-two part-time contracts.

Current Office Space:

- Departmental office with two adjoining rooms (utility and storage).
- four full-time offices
- two part-time offices (assigned for certificate program and adjunct professor for graduate studies; as well as sixteen part-time professors)

- one graduate student room
- one seminar room

The current university building program on both campuses will directly impact the Department of Theological Studies which will move to join the other departments in the Humanities on the downtown campus. The historical connection with the Loyola Campus will be maintained by offering courses on the campus and by the Department's association with the Loyola International College.

Equipment, computer facilities:

New computers have been provided for the departmental chair and the secretary and the graduate director. The office furniture has been renewed in 2001: departmental office; offices of two new hires.

Operating Budget

See appendix.

The operating budget is small but adequate for the current needs. As the department recovers its faculty complement and re-decides its priorities, the budget will need to be reviewed.

Support Staff

One part-time secretary (21 hours per week).

The excellence of the current support staff (after years of secretarial deficiencies) offsets the obvious inadequacy of a part-time secretary. Because of the expansion of the graduate program this need for further support staff would be met with another part-time contract for seven hours a week for secretarial support for the graduate program. This would entail a modest increase in the weekly secretarial hours from twenty-one to twenty-eight hours per week.

FIVE-YEAR ACADEMIC PLAN

Summary of current strengths and weaknesses of the curriculum and programs

The curriculum and the programs are well structured and respond to the commitment of the department to the need for strongly defined formation in the six areas of theological studies: scripture, foundational theology, systematics, history, ethics and spirituality. Complementary to this formation in the core areas of theology is the integration of studies in the theory and praxis of religious dialogue as well as the dialogue between theology and science. The weaknesses of the program, particularly in the area of biblical studies, reflect the years of instability after the severe depletion of faculty

following the governmental revenue cuts of the mid nineteen-nineties. The fragility of the programs in some areas of the Certificate in Pastoral Ministries and the graduate program exactly corresponds to the tension between the strong growth of these programs and the slender resources of the department.

Methods of teaching, research and learning activities available to students.

The initiation of the renewal of the faculty resources of the department has already resulted in an upsurge of creativity both in teaching, research and learning opportunities for students at undergraduate and graduate levels. These initiatives include teaching assistance experience in off-campus courses and special seminars concerning religious pluralism, task forces in special issues relating to the care of the sick and the elderly in the community, as well as participation in conferences concerning ethical issues and the dialogue between theology and science. Not only thesis research but also the applied project offer special opportunities to explore local history and local institutions (the origins of Labre House for the homeless; immigrant religious groups; social justice groups in the 1950's and 60's in the Anglican Church; and minority communities). One of the teaching and learning activities initiated by a graduate student is a special seminar in Bernard Lonergan's thought as a "spin-off" from the Method in Theology course.

Explicit and realistic plans to be phased in the next five years to enhance effectiveness of the programs.

Faculty resources

(A) Replacement of faculty resources in the areas of Biblical Studies, Historical Theology and Systematic theology.

(B) Endowment of a Chair in Theological Studies.

Curriculum revision

(C) Restructuring and Strengthening of Biblical Studies.

(D) Establishment of a center for ethical reflection based on Lonerganian principles.

Year	Faculty resources	Curriculum revision
2003-2004	Hire a Systematic theologian (Foundations)	
2004-2005	Hire an Old Testament scholar.	<ul style="list-style-type: none"> ▪ Biblical studies revision (phase I). ▪ Lonergan/Ethics Center.
2005-2006	Hire Historical Theology specialist.	Biblical studies revision (phase II).
2006-2007	Inaugurate Loyola chair of Theology. Graduated retirement of present departmental chair.	

(A) *Faculty resources.*

Any explicit and realistic plans for the future of the department in the long or short term is directly concerned with the faculty resources in historical theology, systematic theology and biblical studies especially in the next five years. Faculty resources in the areas of historical theology and systematic theology are directly related to the graduated retirement of the present chair as well as the adjunct professor to the graduate program.

- (1) Historical Theology: One of the strengths of the department has been its focus on the theology developments of the first seven centuries of the Christian church (patristics), a focus unparalleled in the province of Quebec. This focus on the foundations of theology was complemented by specialization in systematic theology (Christology, ecclesiology, pneumatology and biblical hermeneutics).
- (2) Systematic Theology: The hiring for the Fall 2003 was in systematic theology, but with the emphasis on areas of foundational theology. This emphasis responded to the immediate need for a theologian specialized in the dialogue between theology and contemporary philosophical, scientific and cultural concerns. The retirement of the present tenured professor will leave a gap, not only in historical theology but in core areas of systematics.
- (3) Biblical Studies (OT and NT): Following the retirement of the Old Testament expert in 2000, the hiring of an Old Testament scholar will address the needed consolidation of the biblical areas in both the Undergraduate and the Master's program. The strengthening of the New Testament component of the programs will have to be addressed in the next five years.

(B) *Endowed Chair in Theological Studies*

The department of theological studies is one of the tangible links to one of the two founding educational institutions of Concordia University. The establishment of the Loyola Chair in Catholic Studies would not only reinforce the catholic heritage of its Jesuit foundation but would also provide a complement to the chairs in other religious traditions already established at Concordia University.

(C) *Restructuring and Strengthening of Biblical Studies*

In accordance with the perceived need for strengthening the area of biblical studies throughout both the undergraduate and the graduate programs we suggest the following structure. This would prepare students for the extended opportunities in pastoral ministries which are increasingly biblically based as well as for those students who intend to pursue more specialized studies in biblical exegesis. This program would include the following courses:

Undergraduate level

200 level introductory courses

- 1) Theo 202 Introduction to Biblical studies
- 2) Theo 203 Introduction to the New Testament
- 3) (New course) Faith and The Bible

300 level courses (more advanced)

- 4) Theo 301 Hebrew Bible History and Texts
- 5) (New course) The Pentateuch
- 6) Theo 315 The Gospels and Acts of the Apostles
- 7) Theo 317 The Epistles and Revelations

400 level (for students aspiring to graduate studies; these courses focus on methodology, languages as well as content)

- 8) (New courses) Wisdom Literature/ Prophetic literature in OT and NT
- 9) (New courses) Biblical Hebrew/Greek

Six of these courses would be offered each year: (no increase from previous years)

Year one – 202, 203, Faith and Bible, 301, 315, Language

Year two – 202, 203, Pentateuch, 317, Wisdom/Prophetic, Language.

Graduate level

(New course 400/600 level) Scriptural Exegesis (for masters and masters qualifying).

(Theo 621) Old Testament Seminar

(Theo 631) New Testament Seminar

The two year cycle at the undergraduate level does not increase the present number of course offerings in Scripture (six courses per year). The graduate offerings would be increased from one to three courses per year. This is a needed improvement in the graduate program.

(D) *Center for Ethical Reflection*

A number of the faculty of the department, both part-time and full-time, has expertise in the philosophical and theological thought of Bernard Lonergan which already provides a methodological framework for courses in both the undergraduate and graduate programs within the department. The Faculty has already established valuable links both nationally and internationally with other scholars specializing in this field. Lonergan's thought is conducive for interdisciplinary collaboration in diverse fields and thus the department wishes to establish a "center" in the form of summer institutes, workshops and consultative services. This center would be a valuable resource for the growing number of graduate students.

How does the plan relate to the academic plan Faculty, School of Graduate Studies and University?

See analysis of relation of departmental plan to faculty and university plan (pp. 9-11).

RECOMMENDATIONS (posted on web)

Programs

1. Maintain and strengthen the departmental commitment to the six areas of theological studies: scripture, foundations studies, systematics, history, ethics and spirituality.
2. Strengthen the Major in Theological Studies by the addition of 400 level courses.
3. Revise the curriculum of the Certificate in Pastoral Studies to include specialized courses in pastoral praxis.
4. Restructure and strengthen the Biblical Studies component.

Resources

5. Continue the rebuilding of the Faculty with the hiring of an Old Testament Bible specialist and the replacement of historical theology and systematic specialist in provision of faculty retirements.
6. Establish a Loyola Chair of Catholic Studies.
7. Explore the possibility of establishing a center for ethical reflection based on a frame work of analysis which draws on the thought of Bernard Lonergan.
8. With the assistance of secretarial support, ensure continual revamping of the graduate handbook to reflect the growing vision of the M.A. program, create graduate list-servs to ensure efficient, expedient communication with all graduate students between both faculty and students and among students themselves.
9. Provide the means for graduate students to engage in theological discussion in informal settings outside classroom contexts.

10. Respond to the need for additional resources for undergraduate advising and promotion of the programs.
11. Address the inadequacy of staff resources by the addition of secretarial services of one day per week for the graduate program.